

## Academic infractions of assessed work in Japanese language

Article (Published Version)

Winch, Junko (2018) Academic infractions of assessed work in Japanese language. *Global Journal of Foreign Language Teaching*, 8 (2). pp. 102-112. ISSN 2301-2595

This version is available from Sussex Research Online: <http://sro.sussex.ac.uk/id/eprint/76362/>

This document is made available in accordance with publisher policies and may differ from the published version or from the version of record. If you wish to cite this item you are advised to consult the publisher's version. Please see the URL above for details on accessing the published version.

### **Copyright and reuse:**

Sussex Research Online is a digital repository of the research output of the University.

Copyright and all moral rights to the version of the paper presented here belong to the individual author(s) and/or other copyright owners. To the extent reasonable and practicable, the material made available in SRO has been checked for eligibility before being made available.

Copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational, or not-for-profit purposes without prior permission or charge, provided that the authors, title and full bibliographic details are credited, a hyperlink and/or URL is given for the original metadata page and the content is not changed in any way.

## Academic infractions of assessed work in Japanese language

**Junko Winch\***, University of Sussex, Flamer BN1 9SH, UK

### Suggested Citation:

Winch, J. (2018). Academic infractions of assessed work in Japanese language. *Global Journal of Foreign Language Teaching*. 8(2), 102–112.

Received from August 30, 2017; revised from December 15, 2017; accepted from May 01, 2018.

Selection and peer review under responsibility of Assoc. Prof Dr. Jesus Laborda Garcia, University of Alcala, Spain.

©2018 SciencePark Research, Organization & Counseling. All rights reserved.

---

### Abstract

Google Translate (GT) is a free on-line translation tool and accessible to anyone including students who study languages. Before the advent of GT, dictionaries have been used by language learners, which have only receptive translation function. Unlike dictionaries, GT has two translation functions: receptive and productive. This productive function of GT has been increasingly creating problems in university language assessment and language teachers with students' cheating, plagiarism or academic infractions. The purpose of this article is to find evidence that GT has a causal effect of students' cheating, plagiarism or academic infractions. In addition, how coherence also seems to be associated with academic infraction is discussed before the methodology. The study investigated the formative Japanese coursework essay writings of three students who have studied Japanese for 1 year but with no basic understanding or knowledge of the Japanese language at a university of South of England. It is concluded that all the three students were suspected of committing plagiarism in spite of teacher's warning of plagiarism. The implications of this study are directed at institutions, teachers and students. Institutions should review the information gap between the websites which are written for students and the university's official published website statement on plagiarism. Institutions may also need to mention GT specifically in the plagiarism documentation. Institutions may also consider adopting an additional coversheet system to use as students' declaration of plagiarism. Language teacher should be familiar with the differences between plagiarism VS. cheatings, plagiarism VS. academic infractions/offences and the components of academic infractions of the university they work. Students should submit their own work, not using GT or copying and pasting translated sentences from websites.

**Keywords:** Google Translate (GT), plagiarisms, higher education, Japanese language teaching.

---

\* ADDRESS FOR CORRESPONDENCE: **Junko Winch**, University of Sussex, Flamer BN1 9SH, UK.

E-mail address: [dr.junko.winch@gmail.com](mailto:dr.junko.winch@gmail.com) / Tel.: 01273 606755

## 1. Introduction

In language studies, dictionaries are an important tool for students to help them to clarify the meaning of words. Dictionaries have not been a threat to university language teachers until on-line resources such as Google Translate (GT) became accessible. GT can not only translate words but can also translate sentences and paragraphs. There are two translation functions of GT: receptive and productive. 'Receptive' means to understand something in foreign language and 'productive' means to generate something in a foreign language. Before the advent of GT, language teachers had been familiar with receptive function, using dictionaries. However, GT's productive function includes constructing sentences, which reduces the time and effort of students whose responsibility is to construct well-formed sentences. Groves and Mundt (2015) examined GT's accuracy and the result was 'accuracy was patchy and at times led to a breakdown of clarity' (Groves & Mundt, 2015, p. 117). On the other hand, GT can also sometimes write 'in a convincing academic style' (Groves & Mundt, 2015, p. 117). Thus, GT is not always reliable, but it is still considered a better option for lower track students despite the drawback because GT is free, easy and provides instant access translation using the web-based service on mobiles and computers. So, language teachers may correct and mark GT translation if students use GT.

This study looks at the Japanese Intermediate level coursework writing of three students whose language ability was actually only at absolute beginners' level but were studying at Intermediate level. The coursework was submitted by e-submission which means students can use any references at their disposal.

### 1.1. Plagiarism vs. cheating

Is plagiarism and cheating synonyms? Flint, Clegg and Macdonald (2006) conducted a study to investigate this question among British university staff. Flint et al. (2006) concluded that plagiarism and cheating are not necessarily synonyms among the British university staffs and presented four models, Models A, B, C and D: Model A is the view which 'plagiarism and cheating are synonymous' (Flint et al., 2006, p. 150); Model B is the view which 'plagiarism and cheating are different discrete activity' (Flint et al., 2006, 150); Model C 'recognises that there is some overlap but also some significant differences between cheating and plagiarism' (Flint et al., 2006, p. 150); and Model D 'suggests that plagiarism is a subsidiary category of cheating' (Flint et al., 2006, p. 150). These models are understood easily using Venn diagram below Figure 1. Models A and B are opposites on the view that plagiarism and cheating are synonyms. Models C and D show a combination of cheating and plagiarism. Interestingly, the opposite claim for Model D, 'cheating is a subsidiary category of plagiarism', was not included in Flint et al.'s (2006) models. We call this opposite model of Model D as Model E, which is presented by Howard (1995). Therefore, for those who view plagiarism and cheating are different, there are four different views exist (Models B, C, D and E).

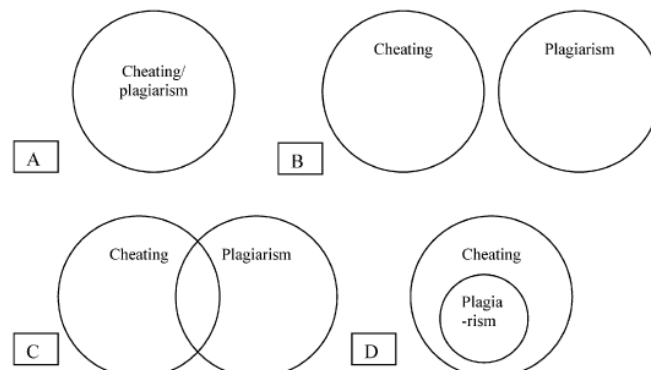


Figure 1. Relationship between plagiarism and cheating (adapted from Flint et al., 2006)

Howard's (1995) Model E is worth discussing as it contains two other components of plagiarism and it is also good to look at the opposite claims for fair judgement. Howard (1995) considers that cheating is a subsidiary category of plagiarism, i.e., the above proposed Model E. Howard (1995) defines cheating as 'borrowing, purchasing or otherwise obtaining work composed by someone else and submitting it under one's own name' (Howard, 1995, p. 799). In addition to cheating, Howard (1995) maintains that there are two other components of plagiarism, which are non-attribution and patchwriting. Non-attribution is defined as 'writing one's own paper but including passages copied exactly from the work of another' (Howard, 1995, p. 799). Based on Howard (1992) definition of plagiarism, using GT or copying and pasting translated sentences from websites is considered as plagiarism, but specifically it is either cheating or non-attribution. If the submitted writing consists of entirely someone else's work, it is cheating. If the submitted writing consists of a mixture of someone's work and one's own work, it is of non-attribution. From this example, what makes a difference between cheating and non-attribution is if the work is entirely someone else's work (cheating) or mixture of someone and one's own work (non-attribution).

On the other hand, patchwriting is defined as 'writing passages that are not copied exactly but that have nevertheless been borrowed from another source' (Howard, 1995, p. 799). Patchwriting is not just 'copying from a source text and then deleting some words' but 'altering grammatical structures or plugging in one-for-one synonym-substitutes' (Howard, 1992, p. 233). It requires a more higher-order thinking than cheating and non-attribution. In a Japanese coursework writing context, it is anticipated that students at Absolute Beginner level are unlikely to use patchwriting as it requires a more advanced grammar knowledge, discourse and sociolinguistics competence. The majority of Beginner level students are not equipped with those skills and they are usually unable to pay attention to the necessary changes required. Instead, they are more likely to use cheating and non-attribution and submit their Japanese coursework writing without those changes. Thus, only Howard's (1995) 'cheating' and 'non-attribution' are relevant in this study.

The next section focuses on how the University views plagiarism in relation to academic infractions.

### **1.2. Plagiarism vs. academic infractions**

The definition of plagiarism differs depending on the institution. This is demonstrated by each university's examination and assessment regulations which are individually set. To make matters more complicated, some universities use the term 'academic offense' while others use 'academic infractions' which may or may not mean the same thing. However, these differences are not discussed here and 'academic infractions' is used rather than 'academic offences' as this paper looks at this University's specific examination and assessment regulations. The University stipulates the following five academic infractions:

- a) Proofreading is explained that 'for any work submitted in the target language in which your use of the language forms part of the assessment, you may not have any part of it proofread'. This means that undergraduate students are not allowed to use proof readers for their coursework. Referring to Howard's (1995) definition, proofreading is not specifically mentioned.
- b) The University's examination and assessment regulations explain 'translation' as 'similarly to proofreading, all work undertaken by students for assessment must be the students' own work in the language required by that assessment'. It does not specifically refer to GT but stresses the students' own work. Translation is not specifically mentioned in Howard's (1995) definition of plagiarism but it could be included in cheating which is 'obtaining work composed by someone else and submitting it under one's own name'.
- c) Collusion is defined as 'the preparation or production of work for assessment jointly with another person or persons unless explicitly permitted by the assessment'. Based on the University's definition, if there are similarities among the students' coursework, students are committing an

academic infraction. Collusion is not specifically mentioned in Howard's (1995) definition of plagiarism.

- d) Personation is defined as 'where someone other than the student prepares the work for assessment'. Referring to Howard's (1995) definition of plagiarism, personation may equate to 'cheating' which is 'obtaining work composed by someone else and submitting it under one's own name'.
- e) Plagiarism is defined as 'the use, without acknowledgement, of the intellectual work of other people, and the act of representing the ideas or discoveries of another as one's own in written work submitted for assessment.' This includes students' copying and pasting from websites. This point suggests that the University considers that plagiarism is a subsidiary category of academic infractions.

Looking at these five components of academic infractions at this University's examination and assessment regulations, the University considers that plagiarism is a part of academic infractions but academic infractions is not a part of plagiarism. It was also observed that the University does not use the term 'cheating' in the examination and assessment regulations. Comparing with Howard's (1995) definition helps to understand how the University sees the relationship between plagiarism and academic infraction.

The section discusses how coherence may be indirectly related to students' academic infractions before looking at three students' Japanese coursework assignments.

### **1.3. Four stages of academic infractions and coherence**

In order to write logical and clear academic Japanese coursework writings, students should usually involve going through four stages. These four stages are: Stage 1) choosing the correct words; Stage 2) constructing well-formed sentences; Stage 3) 'linking these sentences together into clear coherent and cohesive paragraph' (Groves & Mundt, 2015, p. 112); Stage 4) aligning the writing to the expectation of the readership.

Stage 1. Choosing the correct words:

This is the word level. Choosing a word does not require grammar knowledge but it is critical enough to affect coherence and the understanding of the reader. The same word has sometimes various different meanings becoming nouns, adjectives or verbs. Students are responsible for finding out which would be the most appropriate on their own, so that the sentence makes sense. Students who use GT or copying and pasting translated sentences from the websites do not go through this stage.

Stage 2. Constructing well-formed sentences:

This is the sentence level. Stage 2 is also important enough to affect the coherence and understanding of the reader. Unlike Stage 1, students need sound grammar knowledge. Students who use GT or copy and paste translated sentences from websites do not go through this stage.

Stage 3. 'Linking these sentences together into clear coherent and cohesive paragraph' (Groves & Mundt, 2015, p. 112):

This is the stage to form individual sentences into the paragraph level. Students are responsible to structure their writing logically and clearly. If a student mentions one topic word or sentence and then continues to use another topic or sentence without making any link between the first and second sentence, it confuses the reader. It makes it difficult to understand the paragraph as it does not make sense. In other words, just putting random sentences together to make a paragraph does not present meaningful information to the reader. If, whenever a new topic or new words are introduced and linked, explicitly commented on the next word or topic, it should not stop the flow of the text.

Students who use GT or copying and pasting translated sentences from the websites do not go through this stage.

Looking at Stages 1–3, students who use GT or copying and pasting translated sentences from websites do not have to involve any of the first three stages. So, it is unfair to get a higher mark for those students who use GT or copy and paste the translated sentences from websites in their coursework because they do not undertake the majority (from Stages 1 to 3) of work on their own.

Stage 4. Aligning the writing to the expectation of the readership:

‘Writing is an activity that occurs within a community and this community has a number of expectations and norms’ (Mundt & Groves, 2016, p. 4). The community’s expectation is different depending on the culture. For example, ‘In Anglo-Western academic culture, the writer is responsible for direct and explicit construction of meaning, while Confucian-heritage writers show respect for their readers by presenting material without spelling out its relevance and allowing the reader to draw inference from it’ (Charnock, 2010).

Taking into account of the above cultural differences, ‘the writer’s management of the information flow to guide readers through text’ (Hyland & Tse, 2004, p. 168) may be important for Anglo-Western academic culture, but may not be required for Confucian-heritage writers. So, writers should adhere to the norms and expectations of the readership depending on the culture.

However, universally, in both Anglo-Western academic culture and Confucian-heritage culture, the readers are not expected to read an illogical or disorganised text. Reading illogical or disorganised text does not adhere to the norms and expectations of the readership. Furthermore, the readers are not expected to read incomplete sentences or the same sentences repetitively. However, if a writer copies and pastes the same sentences more than once in their coursework writings, illogical or disorganised text may be more likely to be created. Then, the reader may get an impression that appropriate planning structure is not apparent due to the repetition. In other words, the writer does not seem to consider the readership and communication does not occur between the writer and the reader through the writing.

One of the rules of coherent sentences in Japanese coursework writing is to keep the verb forms at the end of sentences consistent in either ‘polite’ or ‘dictionary’ forms. To explain the polite and dictionary forms, Japanese language uses these two forms at the end of sentences. Mixing two forms indicates a lack of attention to details and associated with coherence. As the norms and expectations of the Japanese language teachers’ readership, the Beginner and Intermediate level students are usually expected to only use polite forms. So, if a Beginner or Intermediate student used dictionary form in their writing, it is more likely they have GTed or copied and pasted translated sentences from websites. Usually, Advanced level students can manipulate these changes between polite and dictionary forms, which may be associated with patchwriting.

## **2. Method**

### **2.1. Participants**

The participants are three, second year undergraduate students (Students 1–3) who studied Intermediate Japanese module in autumn term of 2017. There are two females and one male student, who are all Chinese. These students were chosen for two reasons: first, the students may be tempted to use GT to show Intermediate level expressions and grammar use as they are in the Intermediate class; second, it is easy to detect whether these three students conducted plagiarism as they have very limited Japanese language ability which they can express.

The attendance of Student 3 was 22 out of 24 classes, and Student 2 was 21 out of 24 classes. However, that of male student (Student 1) was 12 out of 24 classes, which is 50% of the total number of classes.

The data were obtained at a university of South East of England. At this University, students study Japanese as an elective subject studying 4 hours per week for 12 weeks. About 20 second year students study Intermediate Japanese. To describe the levels of Japanese, Japanese writing system is usually used as a benchmark among Japanese teachers. Japanese writing consists of 48 hiragana, 48 katakana and over 2,000 kanji for native speakers of Japanese. By the end of the Beginners course, students are expected to read and write 48 hiragana and 48 katakana in the first term at this University. Describing the three students' ability using the Japanese writing system, Absolute Beginner' level means that the students could not read or write hiragana and katakana nor understand the basic grammar or vocabulary. The three students' level is the Absolute Beginners' but they are studying at the Intermediate level, where students should be able to read and write 48 hiragana, 48 katakana and over 100 kanji.

## **2.2. Data analysis**

Three students' Japanese coursework writing was analysed for i) coherence and ii) the possibilities of academic infractions.

### **2.2.1. Coherence**

Coherence can be analysed based on the following two points which was explained in the previous section: i) logical and clear flow of the sentences and paragraphs and ii) the use of coherent Japanese sentence forms. In order to find evidence of the above two points, further clarification of the analysis is provided below:

Point i—logical and clear flow of the sentences and paragraphs:

Sentences and paragraphs should be clearly linked and develop logical sequencing. Coherence is broken down by repetition and incomplete sentences. If students use the same sentence more than once in their writing or incomplete sentences, it is possible to conclude that students' appropriate planning is not apparent. These students may also not fully take part in the social activity of communication through writing. The readers are not expected to read texts which are incomplete, repetitive, illogical, disorganised or incomplete.

Point ii—the use of coherent Japanese sentence forms:

Coherence is also broken down by the inconsistency of verb forms at the end of Japanese sentences. Inconsistency of the Japanese verb ending forms can be easily detected by paying attention to the end of the sentences.

### **2.2.2. Possibility of academic infractions**

Academic infractions may be examined by searching the suspected sentences into GT or google the suspected text to search if there are any exact matches on any web pages.

## **2.3. Procedure**

Before the submission of the Japanese coursework writing, the whole class including three students were informed not to use GT more than twice in the class setting and also individually. The researcher who was also the tutor of class informed the students about the University's academic infractions by giving out an academic infractions' information sheet and took time to explain the consequence of using GT for about 10 minutes during the lesson. The tutor also informed whole class by e-mail to emphasise the importance of using their own words about 1 week before the coursework submission.

Individually, the researcher checked two students (Students 2 and 3) how they were getting on with their coursework and reminded them to use their own words for coursework every week. Student 1 hardly attended the class, but the researcher managed to talk to that student individually to remind about using own words for the coursework.

The title of the coursework essay was a 'visitors' guide' where students were asked to produce a piece of writing for a group of university students who were planning a visit to your home town or university. Students should write in 400–500 Japanese characters. The students also have to include some of the following: background history, map, places to visit, reasons to visit, information about transport, local events, prices and pictures.

The coursework was submitted through Turnitin on 23 November 2017. After submission, the researcher examined the coherence and possibility of any academic infractions in the students' work. Then, the students' coursework writing was translated into English by the researcher. GT was also used for the purpose of comparing the meanings of the same sentences which was translated by the researcher.

### **3. Findings**

#### **3.1. Coherence**

##### **3.1.1. Logical and clear flow of the sentences and paragraphs**

Logical sentences can be identified not only by illogical or disorganised sentences but also by incomplete sentences and repetitive words. This is because incomplete sentences and repetitive words can also break down the logical clear flow of the sentences and paragraphs. The first half of this section looks at the logical and clear flow using Students 1 and 2. The second half of this section looks at Students 2 and 3's incomplete sentences, followed by the use of repetitive words by Student 3.

Student 1:

'The MTR (subway) is the fastest transportation in Hong Kong, many people use it every day. The railroad, bus, minibus and ferry in the region are mostly part of the octopus card (Echinetsu—electronic payment method that can be used in public transportation, etc.). Four Seasons Hotel is a five star hotel. It is located in the centre of Hong Kong. It has a swimming pool, conference room, spa and restaurant. In the Spring Festival, this is the most important holiday in Greater China. For the history of the Spring Festival, private folklore has spread to the private sector for 10 years. Paste every year's paintings, etc. at the entrance of the house, and paste paper on windows, etc.'

The above paragraph is made up of different topics and is not logically linked. It is unclear why the Four-Seasons Hotel and Spring Festival are linked. These terms are suddenly introduced without any explanation. The choice and use of the information is not explained (i.e., Four-Seasons Hotel and Spring Festival). It is suspected that Student 1 copied and pasted translated sentences from website and connected them all together.

Student 2:

"If you have the opportunity, please come and join us at the Kyoku river. Speaking of over bridge rice line, there are over 100 years history. Put the special ingredients, chicken soup and hot oil into dishes separately and bring them to the island, warm chicken and seasoning with oil, put it in chicken soup, and have your husband eat. This rice line was named 'over bridge rice line'".

The above paragraph is not coherent as the first sentence introduces the Kyoku river, then, the next sentence introduces the over bridge rice line. It is suspected that the rest of the sentences were copied and pasted the translated sentences from websites and then connected.

The second part of this section looks at incomplete sentences:



Student 2:

例えば、米線や燻製のスペアリブ（なべの一つ）（should add があります）。  
GT: For example, rice or smoked spare ribs (one of the pots).

The above sentence is incomplete and should be added があります. It is suspected that this part was translated using GT.

夏のとき、ほかの都市は朝と夜の温度差は大きいからです。

GT: Because in the summer, the temperature difference between the morning and the night is great in other cities.

The above sentence is incomplete as this sentence has only an adjunct clause but no matrix clause. It is suspected that after Student 2 translated this part (adjunct clause) using GT, Student 2 forgot to translate the matrix clause.

Student 3:

中国中部の経済都市は武漢を中心に（should add あります）。

Economic cities in central China are mainly in Wuhan.

Although the English translation makes sense, this Japanese sentence is incomplete and あります should have added. It is suspected that this part was translated by GT.

The last part of this section looks at repetitive words:

Student 3:

'I am an international student who came from China and is studying at a University in the UK. My hometown is Wuhan in the middle of China. Wuhan has a long history, famous tourist spots are known in the world. There are delicious foods that are characteristic there, and there are also enthusiastic Wuhan people.

The transportation of Wuhan is convenient, there are airports and four high-speed railroads, which are located in each district. Since Wuhan is located in the middle of China, it is close to other towns. Geographical location makes it convenient for travel and work.

Economic cities in central China are mainly in Wuhan. There is the biggest department store in Wuhan. The design of this department store is unique, there are various items in it, if you get tired when shopping, there is also a movie theatre in the department store, if you see a movie there.'

Student 3 has used paragraphs but does not appear to take effort to write this text clearly due to the repetition of the same information: 'My hometown is Wuhan in the middle of China'; 'Since Wuhan is located in the middle of China'; and Economic cities in central China are mainly in Wuhan.

### **3.1.2. The use of coherent sentence forms: mixed forms of polite and dictionary forms at the end of sentences**

Student 1:

中華人民共和国香港特別行政区（ちゅうかじんみんきょうわこくホンコンとくべつぎょうせい）1997年7月1日イギリスから中華人民共和国への返還、中華人民共和国の南部にある特別行政区である。香港は、九龍半島、新界、香港島 235 以上の島が漂っています。

Hong Kong Special Administrative Region of China (Hong Kong Special Administrative Region) 1 July 1997 was returned from the UK to the People's Republic of China, is a special administrative district in the southern part of the People's Republic of China. In Hong Kong, the Kowloon Peninsula, New Territories...

There are two sentences in this paragraph. The first sentence uses dictionary form and the second sentence uses polite form at the end of the sentences. This paragraph is also suspected either relying

on a combination of GT and copying and pasting or solely relying on copying and pasting from different websites.

### **3.2. Academic infractions: translation, plagiarism and collusion**

Student 1's passage below was quoted without any reference from the following website (translation and plagiarism by the University academic infractions): <http://www.discoverhongkong.com/jp/see-do/highlight-attractions/themed-attractions/avenue-of-stars.jsp>.

アベニュー・オブ・スターズは過去 1 世紀に渡る香港の映画業界の尽力により、アジアのみならず、遠い地でも香港の名所が認識されるようになりました'

With the efforts of the Hong Kong film industry for the past century, Avenue of Stars has come to recognise Hong Kong's sights not only in Asia, but also in distant places

Student 1's work:

アベニュー・オブ・スターズは 過去 1 世紀に渡る香港の映画業界の尽力により、アジアのみならず、遠い地でも香港の名所が認識されるようになりました

With the efforts of the Hong Kong film industry for the past century, Avenue of Stars has come to recognise Hong Kong's sights not only in Asia, but also in distant places.

The next two paragraphs are found in Student 2 and 3's writings, which they committed collusion by the University academic infractions. Both start with the same style of writing (starting with self-introduction) at the beginning of their writing, which is distinctly different from the rest of the students:

Student 2:

I am a student. I am from China and I am studying at a University in the UK.

Student 3:

'I am an international student who came from China and is studying at the University in the UK. My hometown is Wuhan in the middle of China.

## **4. Conclusions**

Despite the fact that the researcher/teacher told the students on many occasions to use their own words in writing coursework, the result showed that two students (Students 2 and 3) were suspected of committing collusion, translation and plagiarism based on the University's five academic examination and assessment regulations statements. One student (Student 1) was suspected of committing translation and plagiarism. Based on Howard's (1992) plagiarism, two students (Students 2 and 3) were suspected of the non-attribution in plagiarism, and one student (Student 1) is suspected of cheating. The incoherence of the students' writing was observed by illogical sentences and the use of mixed forms at the end of sentences.

## **5. Recommendations**

Students use GT, copying and pasting the translated sentences from websites even though they know that they are committing plagiarism and were told not to do so. This may be because of a combination of reasons related to the three parties: student, teacher and institution. From students' perspectives, it would be difficult to ignore GT which is freely available translation and also, copying and pasting translation from websites. From teachers' perspective, presenting the evidence of students' academic misconduct is difficult and time consuming for the teachers and it is additional

work and hassle. Furthermore, the assessment of writing is more subjective and difficult to justify quantitatively. Universities should pay more attention to details in presenting the University's benchmark, i.e., the examination and assessment regulations. These details will be discussed below.

## 6. Institutions

Each institution has regulations and policies regarding plagiarism, which are all different. Institutions may need to review both students' and the university's official websites in order to provide consistent information to students as there may be an information gap in explaining the details on plagiarism. The 'Skills Hub Home' web page can be found on the University's 'Students' Tab. This page is written for the students entitled 'consequence of academic misconduct' as follows:

'If your tutor thinks you have plagiarised, they will refer it to an Investigating Officer who will determine whether there is a case to be answered for or not. If it is your first offence of plagiarism you will be referred to an Academic Practice Workshop, rather than being questioned by your Head of School (for a minor case) or being brought in front of a Misconduct Panel (for a major case)' (Quoted from the 'Students' page).

From this, it seems that all students have to do is to attend the Academic Practice Workshop for committing plagiarism, which is not a serious offence.

On the other hand, the consequence of academic misconduct quoted in the university's academic misconduct web page gives the impression that plagiarism is a serious academic offence:

'Concerns regarding academic misconduct must be considered seriously and referred to the Module Convenor. Where a concern has been raised, the student will be given an opportunity to present their case. For cases of academic misconduct which are proven, a penalty will be applied. Penalties that can be applied are detailed in section 2.9.13 of the Examination and Assessment Regulations Handbook' (Quoted from 'School and Services' page).

In addition, institution may be better to instruct students to attach cover sheet to declare that their writing do not use GT or copying and pasting translated sentences from any websites. Furthermore, it also may be recommended to stipulate the specific use of GT if translation is one of academic infractions.

## 7. Teachers

Language teachers should be familiar with the differences of plagiarism vs. cheatings, plagiarism vs. academic infractions/offences and components of academic infractions/academic offences, etc. Language teachers serve as an important medium between the institution and the students regarding academic infractions, which is not part of the language teachers' job description. However, teachers should instruct students via verbal and written forms more than once. If language teachers skip this process, they are more likely to mark and correct GT's work or copied and pasted work from websites, and not the students' own work.

It is also important to show students how language teachers view on plagiarism themselves, as this influence the students' attitude towards academic infractions. It is worth making note of when and how teachers have previously instruct academic infractions to the students. This becomes evidence if students commit academic infractions.

After teachers have identified students' academic infractions, the bureaucracy to give evidence of students' plagiarism may be difficult for teachers, adding extra time and workload. The assessment mode of writing is also difficult to present clear evidence to justify but it is possible to quantify the factors associated if the type of language assessment criteria has changed.

## 8. Students

Students should be active in studying, which include understanding about their assessment, the meaning of plagiarism and, academic infractions as well as thinking of the consequences. The job of the students is to study full-time and it is expected that they genuinely study, not using GT or copying and pasting translated sentences from websites. Please remember that, if a student who writes their own text partly or wholly and then, uses GT to translate some or whole passages into a target language or copying and pasting translated sentences from websites, this is still committing academic infractions in the sense that the submitted work is not of their own.

## References

- Brumfit, C. J. & Johnson, K. (1979). *The communicative approach to language teaching*. Oxford, UK: Oxford University Press.
- Charnock, K. (2010). The right to reticence. *Teaching in Higher Education*, 15(5), 543–552.
- Flint, A., Clegg, S. & Macdonald, R. (2006). Exploring staff perception of plagiarism. *Journal of Further and Higher Education*, 30(2), 145–156.
- Groves, M. & Mundt, K. (2015). Friends or foe? Google Translate in language for academic purposes. *English for Specific Purposes*, 37, 112–121.
- Howard, R. M. (1992). A plagiarism penitence. *Journal of Teaching Writing*, 11(3), 233–246.
- Howard, R. M. (1995). Plagiarisms, authorships and academic death penalty. *College English*, 57(7), 788–806.
- Hyland, K. & Tse, K. (2004). Metadiscourse in academic writing: a reappraisal. *Applied Linguistics*, 25(2), 156–177. doi:10.1093/applin/25.2.156
- Mundt, K. & Grove, M. (2016). A double-edged sword: the merits and the policy implications of Google Translate in higher education. *European Journal of Higher Education*, 6(4), 387–401.
- University of Sussex. (2016). *Consequence of academic misconduct*. Retrieved from <http://www.sussex.ac.uk/skillshub/?id=389>
- University of Sussex. (2018). *Academic misconduct policy*. Retrieved from <http://www.sussex.ac.uk/adqe/standards/academicmisconduct>